

ANDERSON MILL ELEMENTARY

1845 Old Anderson Mill Road
Moore, South Carolina 29369

GRADES K-5 Elementary School

ENROLLMENT 487 Students

PRINCIPAL Deborah C. Philbeck 864-576-6539

SUPERINTENDENT Dr. Darryl Owings 864-576-4212

BOARD CHAIR Mr. Lynn Harris 864-576-4212

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
31	26	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

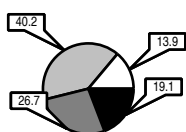
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

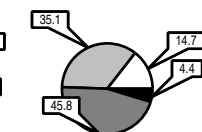
57.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

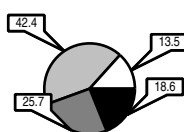


Mathematics

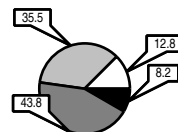


English/Language Arts

Elementary Schools with Students like Ours



Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	275	99.6	14.2	34.8	45.5	5.5	64.0	Yes	Yes
Gender									
Male	138	99.3	15.7	36.2	44.1	3.9	63.0		
Female	137	100.0	12.7	33.3	46.8	7.1	65.1		
Racial/Ethnic Group									
White	177	99.4	9.5	29.0	55.0	6.5	75.1	Yes	Yes
African-American	81	100.0	29.4	52.9	14.7	2.9	32.4	Yes	Yes
Asian/Pacific Islanders	12	100.0	0.0	16.7	75.0	8.3	83.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	247	100.0	10.9	35.4	48.9	4.8	67.2		
Disabled	28	96.4	45.8	29.2	12.5	12.5	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	275	99.6	14.2	34.8	45.5	5.5	64.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	274	99.6	14.3	34.5	45.6	5.6	64.3		
Socio-Economic Status									
Subsidized meals	75	100.0	29.7	48.4	18.8	3.1	32.8	Yes	Yes
Full-pay meals	200	99.5	9.0	30.2	54.5	6.3	74.6		

Mathematics - State Performance Objective = 15.5%									
All Students	275	99.6	13.4	39.9	26.5	20.2	60.1	Yes	Yes
Gender									
Male	138	99.3	15.0	34.6	26.0	24.4	63.0		
Female	137	100.0	11.9	45.2	27.0	15.9	57.1		
Racial/Ethnic Group									
White	177	99.4	7.1	37.3	32.0	23.7	69.2	Yes	Yes
African-American	81	100.0	32.4	48.5	13.2	5.9	32.4	Yes	Yes
Asian/Pacific Islander	12	100.0	0.0	16.7	25.0	58.3	91.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	247	100.0	10.0	41.0	28.8	20.1	63.3		
Disabled	28	96.4	45.8	29.2	4.2	20.8	29.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	275	99.6	13.4	39.9	26.5	20.2	60.1		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	274	99.6	13.5	39.7	26.6	20.2	60.3		
Socio-Economic Status									
Subsidized meals	75	100.0	31.3	48.4	14.1	6.3	35.9	Yes	Yes
Full-pay meals	200	99.5	7.4	37.0	30.7	24.9	68.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	70	100.0	12.3	23.1	53.8	10.8	64.6
	Grade 4	79	100.0	15.4	46.2	34.6	3.8	38.5
	Grade 5	87	100.0	24.7	51.9	23.5	N/A	23.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	103	100.0	12.7	25.5	53.9	7.8	61.8
	Grade 4	80	100.0	19.2	38.5	39.7	2.6	42.3
	Grade 5	93	98.9	13.6	50.0	35.2	1.1	36.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	70	100.0	7.7	32.3	33.8	26.2	60.0
	Grade 4	79	100.0	14.1	44.9	20.5	20.5	41.0
	Grade 5	87	100.0	17.3	38.3	32.1	12.3	44.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	103	100.0	11.8	37.3	31.4	19.6	51.0
	Grade 4	80	100.0	16.7	41.0	24.4	17.9	42.3
	Grade 5	93	98.9	15.9	45.5	21.6	17.0	38.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 487)				
First graders who attended full-day kindergarten	100.0%	N/C	97.2%	100.0%
Retention rate	1.2%	Down from 1.7%	2.0%	2.7%
Attendance rate	97.8%	Up from 97.6%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%		3.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		2.9%	3.5%
Eligible for gifted and talented	30.3%	Up from 28.4%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	Up from 5.6%	7.3%	8.2%
Older than usual for grade	0.6%	Up from 0.4%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	65.9%	Up from 60.0%	55.2%	51.4%
Continuing contract teachers	82.9%	Up from 75.0%	87.5%	87.5%
Highly qualified teachers**	96.8%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 87.0%	87.8%	86.7%
Teacher attendance rate	96.5%	Down from 96.6%	95.2%	94.9%
Average teacher salary	\$40,979	Up 2.2%	\$42,392	\$40,760
Prof. development days/teacher	10.0 days	Down from 10.5 days	10.7 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.5 to 1	20.5 to 1	18.9 to 1
Prime instructional time	93.8%	No change	90.8%	90.0%
Dollars spent per pupil*	\$5,997	Up 11.8%	\$5,560	\$6,044
Percent of expenditures for teacher salaries*	69.2%	Down from 70.3%	67.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parents,

Every Day is a "Big Day" at Anderson Mill Elementary School. Big hopes for realizing students' dreams... Big ideas that lead to exciting learning... Big projects that produce winning results. The 2003-2004 school year was no different. Our school proudly continues to promote a climate of life-long learning and academic excellence. All students are taught in an atmosphere of love and respect. They are encouraged to learn, think, grow, and develop as unique individuals. We are fortunate to have professional teachers and staff whose dedication to our children is shown through their commitment and hard work. Our teachers use proven research-based best practices to guarantee the highest quality of classroom instruction as evidenced by their personal participation in an on-site professional book study, *In The Company of Children*, by Joanne Hindley. They were able to gain a treasure trove of fresh reading and writing ideas and new strategies. Our school is proud to announce we are the recipients of "The Inviting School Award" which recognizes schools, districts, and universities across the world. The school took an investigative approach to looking at the five "P's" which make up our interactive school community: our People, Places, Policies, Programs, and Processes. In doing so, our school was one of twenty-one schools in the world to receive this distinction. Being professionally inviting requires careful attention to all details within a school. Anderson Mill certainly puts theory into practice and tries to make everyone feel welcome. We hope you will carefully review the data and contents of this report. We have taken many steps to ensure that students are making progress toward meeting and even exceeding the state standards. We are pleased with our efforts, but realize our task is never-ending. We must carefully monitor and analyze the results of these tests and make curriculum and instructional approach changes in order for our children to continue to be academically challenged. We realize the success of our school depends on having a team of committed teachers and staff, supportive parents, and responsible students. Together we make a difference. The more the school and family are joined as partners in the cause of educating our young people, the greater the child's chance for success.

Committed to excellence,

Deborah C. Philbeck, Principal

Reverend Seth Buckley, School Improvement Council President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	85	75
Percent satisfied with learning environment	100.0%	95.3%	97.3%
Percent satisfied with social and physical environment	100.0%	94.1%	98.7%
Percent satisfied with home-school relations	100.0%	97.6%	91.8%

*Only students at the highest elementary school grade level at this school and their parents were included.